

STARR-IVA MIDDLE

1034 Rainey Road
Starr, South Carolina 29684

GRADES 6-8 Middle School

ENROLLMENT 656 Students

PRINCIPAL Carolyn Brown 864-352-6146

SUPERINTENDENT L. Hugh Smith 864-348-6196

BOARD CHAIR Marty Watt 864-348-6196

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	26	15	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Average	Below Average	N/A
2003	Average	Below Average	No
2004	Average	Unsatisfactory	No

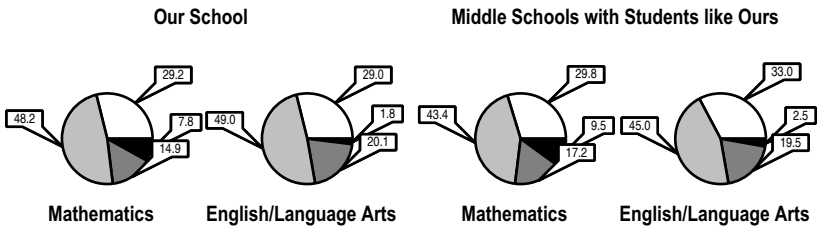
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

95.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	643	99.8	28.9	49.1	20.2	1.8	31.1	Yes	Yes
Gender									
Male	324	99.7	39.0	45.6	14.4	1.0	23.6		
Female	319	100.0	18.7	52.7	26.0	2.7	38.7		
Racial/Ethnic Group									
White	565	99.8	27.3	49.2	21.5	2.1	32.9	Yes	Yes
African-American	70	100.0	39.7	50.8	9.5	0.0	17.5	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	513	100.0	21.9	51.8	24.3	2.1	37.7		
Disabled	130	99.2	57.5	38.3	3.3	0.8	4.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	643	99.8	28.9	49.1	20.2	1.8	31.1		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	643	99.8	28.9	49.1	20.2	1.8	31.1		
Socio-Economic Status									
Subsidized meals	370	99.7	35.7	52.2	11.2	0.9	20.5	Yes	Yes
Full-pay meals	273	100.0	19.8	45.0	32.2	3.1	45.3		

Mathematics - State Performance Objective = 15.5%									
All Students	643	100.0	29.2	48.2	14.9	7.8	35.3	Yes	Yes
Gender									
Male	324	100.0	35.3	43.1	11.8	9.8	33.0		
Female	319	100.0	23.0	53.3	18.0	5.7	37.7		
Racial/Ethnic Group									
White	565	100.0	26.7	48.9	15.9	8.6	38.1	Yes	Yes
African American	70	100.0	46.0	44.4	7.9	1.6	14.3	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	513	100.0	22.1	49.9	18.4	9.7	42.1		
Disabled	130	100.0	57.9	41.3	0.8	0.0	8.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	643	100.0	29.2	48.2	14.9	7.8	35.3		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	643	100.0	29.2	48.2	14.9	7.8	35.3		
Socio-Economic Status									
Subsidized meals	370	100.0	37.1	48.0	10.9	4.0	26.1	Yes	Yes
Full-pay meals	273	100.0	18.6	48.4	20.2	12.8	47.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	35.3	39.8	22.9	2.0	24.9
	Grade 7	217	99.5	26.9	51.2	20.9	1.0	21.9
	Grade 8	201	100.0	29.9	60.4	9.1	0.5	9.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	232	99.6	32.2	40.5	26.0	1.3	27.3
	Grade 7	200	100.0	32.3	54.5	12.1	1.0	13.1
	Grade 8	212	100.0	25.6	52.7	18.8	2.9	21.7

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	229	99.6	26.5	46.0	19.5	8.0	27.5
	Grade 7	217	100.0	23.8	46.0	18.3	11.9	30.2
	Grade 8	201	100.0	29.9	58.8	9.1	2.1	11.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	232	100.0	28.9	39.5	20.6	11.0	31.6
	Grade 7	200	100.0	30.3	52.5	12.1	5.1	17.2
	Grade 8	212	100.0	30.4	53.1	10.1	6.3	16.4

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 656)				
Students enrolled in high school credit courses (grades 7 & 8)	8.0%	Up from 5.2%	12.7%	14.6%
Retention rate	4.1%	Down from 4.2%	3.3%	3.0%
Attendance rate	98.4%	Up from 94.5%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.1%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	11.8%		5.9%	5.3%
Eligible for gifted and talented	13.2%	Up from 10.9%	14.6%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	19.1%	Up from 17.8%	15.1%	13.9%
Older than usual for grade	5.2%	Down from 5.4%	4.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.4%	Down from 2.5%	0.9%	0.9%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n= 38)				
Teachers with advanced degrees	28.9%	Up from 25.6%	46.7%	48.7%
Continuing contract teachers	81.6%	Down from 87.2%	84.5%	81.7%
Highly qualified teachers**	88.9%	N/A	93.0%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.7%	5.3%
Teachers returning from previous year	82.8%	Up from 79.6%	85.2%	85.1%
Teacher attendance rate	94.5%	Down from 94.9%	95.0%	94.8%
Average teacher salary	\$38,182	Up 0.8%	\$39,693	\$40,566
Prof. development days/teacher	17.7 days	Down from 17.9 days	11.2 days	11.0 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.3
Student-teacher ratio in core subjects	21.9 to 1	Down from 22.6 to 1	20.2 to 1	21.3 to 1
Prime instructional time	91.7%	Up from 88.3%	88.9%	89.3%
Dollars spent per pupil*	\$5,715	Up 19.7%	\$5,643	\$5,821
Percent of expenditures for teacher salaries*	56.5%	Down from 63.8%	61.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.6%	Down from 100.0%	95.1%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Average	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools**	N/A		92.0%	
Highly qualified teachers in high poverty schools**	N/A		91.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school**	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of Starr-Iva Middle School, a growing and diverse family dedicated to educational excellence, is to prepare students academically and socially for the completion of high school by offering challenging and innovative curriculum in a safe and stimulating environment, guided by a dedicated staff and a supportive community.

Starr-Iva Middle School strives to educate the "whole child." We seek to instill in our students respect for themselves as well as others and to promote the values accepted by our society. We feel our main purpose is to prepare our students academically. Building on previously acquired skills, we work with our students on developing critical thinking skills and applying their knowledge in solving more challenging problems.

We use a variety of methods and materials to give our students the knowledge they need to be successful in all academic areas. Math teachers use Visual Math and hands-on activities to meet individual student needs. Language Arts teachers have been trained to use the Four-Block Literacy Model to deliver content. Language arts, math, science, and social studies instruction is guided by state standards. Technology is utilized in each content area to enhance instruction.

Starr-Iva Middle School provides opportunities for students to make educational choices and work independently; however, we continue to supervise their work and monitor their academic and social skills. We believe in maintaining contact with parents and enlisting their assistance to assure educational success for each student.

The faculty and staff at Starr-Iva Middle School are united in our efforts to develop our students socially, emotionally, and intellectually. A combined effort from a dedicated faculty and staff, concerned parents, and a supportive community assures that we are assisting students in reaching their full potential.

Nancy Brown
Principal, 2003-2004
Debra Garner
School Improvement Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	37	198	82
Percent satisfied with learning environment	77.8%	78.3%	80.5%
Percent satisfied with social and physical environment	83.8%	82.2%	82.9%
Percent satisfied with home-school relations	78.4%	85.6%	67.1%

*Only students at the highest middle school grade level at this school and their parents were included.